

# **CHAPTER I**

## **INTRODUCTION**

This chapter was discussion about the (1) background of the research, (2) statement of the problem, (3) Object of the research, (4) significant of the research, (5) scope and limitation, (6) definition of the key terms.

### **1.1 Background of the Study**

Education is one of the important parts in the world and from the education, everyone can get the standard level in the life. A country has a progress if they have a high standard of education. Then, education is the process of self-elaboration, self-power to gets the good person through the efforts of the teachers. One of the important parts in the education competent from teachers is evaluating and it is one of indicator in teaching and learning process. It is similarly with Brown (2004:5) that assessment, test and measure are the parts of teaching process.

Teacher doing testing, assessing and measuring for evaluate of students' ability and knowledge. Students' assessment is the report from teaching and learning process to evaluating the method, materials and techniques of education from teachers used. The evaluating teaching and learning process to gets the some feedback and reason to more rises up students' ability and knowledge. Then, evaluating activities of measuring students to know the extent which aims from students achieved of the instructional or students' gets in the learning process (Sudjana, 2011:2). It is also important that assessments do more that the document what students are capable of and what they are knows. Then, to be helpful and useful, assessments should offer evidences as to why students think the way they do and how they are leaning as well as the reasons for misunderstandings (Darling-Hammond, 2013:3).

Assessment is a tool in teaching and learning process. Test and assessment are included in those processes. According to Nancy (2013:9) a test denotes establish of the knowledge and skills in the result of grading, and an assessment is shape of activities and used for hand over judgment to measure students but it is not a result or grade. It is not test that you may or may not past or fail. An evaluating the result of leaning is the process of giving value for the target of students gets from specific criteria in education (Sudjana, 2011:3).

An assessment is also related from a system of rules and applicable in a country like in Indonesia. According to education government that Indonesia is currently using 2013 curriculum revision which the competence-based of curriculum. The 2013 curriculum is the tools to prepare Indonesia students to have better personality and to be productive, creative and innovative in society, nation, and international of community (PERMENDIKBUD No. 58, 2014). Assigning grades and report students' skill is for measure whether students can attain the KBM or no like in Indonesia. Then, teachers can measure the ability and skill of the student and make the report and feedback of the role in learning process. And according to Brown (2004:4) that tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.

The procedure to create the test is related to the curriculum and also the syllabus. And from the syllabus the teachers work group and also the schools work group (KKM / Kelompok Kerja Madrasah) breakdown the syllabus to the latticework before take the matter and basic competence to create the test. After the teachers work group make the latticework, they create the test which the matter and the items according to the latticework. Then, teachers also measure and estimate the difficulty level of the items test which the calculating how many questions that can be categorized in easy, medium, and hard whether the matter is worth tested or not. After the all process, the test ready to distributed and testing to the students. And the feasibility of the test is teachers know after the tested.

All the explanation above, the reason why the researcher chosen the title for this study is because the researcher want to know the quality of the English final test items that applied in South District Gresik in 2016/2017 academic years. Some the previous research examine the English final test use to analysis the items with one test-pack or compare one schools and others. And the other hand, the researcher want to qualification the items test pack that use in 43-50 schools (MTs) in South District Gresik with the random sampling data and the six aspects that must have in the good test-pack. The six aspects are the test based on the curriculum and good assessments checklist, difficulty levels, discrimination power, validity, and reliability test. The all aspects are important to know the quality of the test-pack. Based on it, the researcher want to analyze of seventh grade English final test based on national curriculum in South District Gresik to detect the quality of the items test appropriate with the characteristics of a good test.

## **1.2 Statement of the Problem**

Based on the background above, the writer wants to know the explanation of the problems as follows:

- a. What kind of final test is applied in South District Gresik?
- b. What is the test appropriateness regarding to the basic competence and students level?
- c. How are items difficulty level, discrimination power, validity, and reliability of the test that is applied in schools?

### 1.3 Objective of the Research

According to research questions above the researcher has to description the objective that following the main purpose about:

- a. To know what kind of final test that applied in south district Gresik.
- b. To identify the test appropriateness of the level in national curriculum based on the basic competence and criteria of good assessment in EFL/ESL.
- c. To find out of the items difficulty levels, discrimination power, validity, and reliability of the test that used in schools.

### 1.4 Significance of the Research

The benefits that can be necessary from this research are as follows:

**a. *For the teacher***

Teachers can use the outcome to know and measure the students' ability in mastering and understand the materials that teachers delivered and may use it as an appendage to constructing and to evaluating test that it is can applied to testing again or not.

**b. *For the students:***

Students can find out the result of the evaluation to give motivation and measure their ability and knowledge in mastering the materials to get the better score then before their got.

**c. *For the schools:***

Schools can get the result of this study to make the assessment better than before. It can use to standard of the tools in measurement students' ability.

## **1.5 Scope and Limitation of the Study**

The scope of this research focuses in beneficial for teachers to create more valid test and appropriated test for students. It is can be a proper assessment to measure students competent in English. Then, the research analyzing assessment of criteria good test based five principles in EFL. There are validity, reliability, washback, practicality, and authenticity.

The limitation is especially the form of English final test for 7<sup>th</sup> grade on the first semester course on basic competent that implementing the research in three schools of three sub-districts in south district Gresik. And to analyze the form as multiple-choice items and it is consist of fifty questions of the level difficulty, discrimination power, validity and reliability of the test items.

## **1.6 Definition of Key Terms**

In this study, there are some key terms that usage. Those are Items of difficulty, Discrimination Power, Authenticity, Practicality, Validity, and Reliability. It defined in below:

- a. An item of difficulty is the measurement test to known of the level in the product of test.
- b. Discrimination power is the rank to measurement the test-takers who in low and high- group to known their ability and to looks it has distinction or not.
- c. Validity is the test through measure instrument which accuracy or conscientious what it want to measure.

- d. Reliability is test of consistency measurement instrument whether used the measure repeated.
- e. The appropriateness test is the items test which was categorized with the basic competence, and themes on syllabus and assessment of ESL.